This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

EducT
750
00.300

GYR'S PRIMER

GINN & COMPANY
PUBLISHERS

Educ T 759.00.300

W. W. BL...
LIBRER...
GANTE 8
MEXICO

Harvard College
Library

By Exchange

70¢

3 2044 097 064 828

THE

CHILDREN'S PRIMER

BY

MISS ELLEN M. CYR

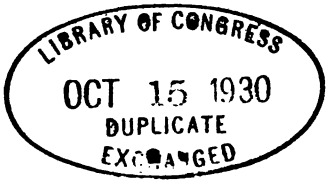
AUTHOR OF THE INTERSTATE PRIMER, ETC.

BOSTON, U.S.A.
GINN & COMPANY, PUBLISHERS
1900

HARVARD COLLEGE LIBRARY
BY EXCHANGE, FROM THE
LIBRARY OF CONGRESS
DEC 31 1930

COPYRIGHT, 1891,
BY ELLEN M. CYR.

ALL RIGHTS RESERVED.



TYPOGRAPHY BY J. S. CUSHING & CO., BOSTON, U.S.A.
PRESSWORK BY GINN & COMPANY, BOSTON, U.S.A.

TO THE TEACHERS OF THE CHILDREN.

It is of the utmost importance that the earliest steps in reading should be taken in the right direction. The habit of throwing expression into the sentences from the very first is invaluable; and this is impossible where the vocabulary is large. With this fact in mind, I have made my lessons as simple as possible; the average number of new words being about two and one-quarter to each page.

"To let the new life in, we know
Desire must ope the portal."

The subjects of the lessons have been chosen with an especial view to interesting the little ones so that their expression will come naturally and spontaneously.

The wise teacher will weave an interest about the earliest lessons, filling them with thought and meaning of which the printed text shall be but a suggestion. A question here and there, a drawing out of the memory and imagination, will fill the pupil with a real interest in what he is reading; and the eager child nature will exult in the knowledge he has acquired, and pressing forward to what lies beyond will throw life and meaning into the simplest sentences.

In connection with this book I have prepared a complete set of Practice Sentences. These consist of fifty envelopes, each containing twenty sentences, introducing and giving practice on the new words in

each lesson. After the new words have been developed and taught from the blackboard, these sentences are distributed to the children, and are read in turn. Each child has his attention fixed upon his own individual sentence, and his mind is more concentrated than in the blackboard lessons. No time is lost in waiting, as the preparation can be made while the others are reading, and the lesson in the book is kept fresh for the final reading. I have made and used a similar set, during the past three years, and consider them almost indispensable.

Read! read! read! is the cry of the times, and this set will double the reading-matter without increasing the vocabulary. Hoping this book may be of service to the teachers as well as to the children, whose interests are always near my heart, I remain,

Yours very cordially,

ELLEN M. CYR.

THE ALPHABET.

A	**a**			**N**	**n**		
B	**b**			**O**	**o**		
C	**c**			**P**	**p**		
D	**d**			**Q**	**q**		
E	**e**			**R**	**r**		
F	**f**			**S**	**s**		
G	**g**			**T**	**t**		
H	**h**			**U**	**u**		
I	**i**			**V**	**v**		
J	**j**			**W**	**w**		
K	**k**			**X**	**x**		
L	**l**			**Y**	**y**		
M	**m**			**Z**	**z**		

THE
CHILDREN'S PRIMER.

bā′ bў ṁam mä′ sēe

see mamma

See baby. See mamma.

mȳ dŏl*l*

my doll
my mamma
my baby doll
See my doll.
See my mamma.
See my baby doll.

kĭt′ tў **căn** **Ī**

See my kitty.
I can see my kitty.
Mamma can see my kitty.
My kitty can see.
My kitty can see baby.

REVIEW.

I can see.
I can see kitty.
I can see my doll.
Kitty can see baby.
I can see mamma.
I can see baby.
Mamma can see.
Mamma can see my doll.
Mamma can see kitty.
Baby can see mamma.
Baby can see kitty.
Kitty can see mamma.
Kitty can see my doll.
Can baby see my doll?
Baby can see my doll.
See my doll, baby.

Ī hăv*e* ȧ bo͝ok ȧ slāt*e*

I have a slate.
I have a book.
I have a kitty.
See my book.
See my slate.

Mamma can see my slate.
Mamma can see my book.
See my slate, baby.
See my book, baby.
I have a doll.
Baby can see my doll.
Baby can see my book.
Baby can see my slate.
Kitty can see my book.
Can kitty see baby?
Kitty can see baby.
Can baby see kitty?
Baby can see kitty.
Can baby see my slate?
Baby can see my slate.
I have my slate.

Ī līke Wĭl′ lĭe tọ plāy hăş

I can see Willie.
Willie has a kitty.
Willie has a book.
I have a book.
Mamma has a book.

Baby has a book.
Baby can see Willie.
I like Willie.
I like to play.
I like my book.
I like to see kitty play.
Baby can play.
Willie can play.

---

yoū

Can you see Willie?
Can you see kitty?
Can you see a book?
Can you play?
Can you see kitty play?

REVIEW.

Baby has my slate.
See my slate, mamma.
Willie has a book.
I have a book.
I have my slate.
See my book, baby.
Willie has a kitty.
Can you see kitty play?
I like kitty.
I like to play.
Can you see baby?
I can see baby.
Baby can see mamma.
I like baby.
I like kitty.
Mamma, see kitty play.
I like you, kitty.

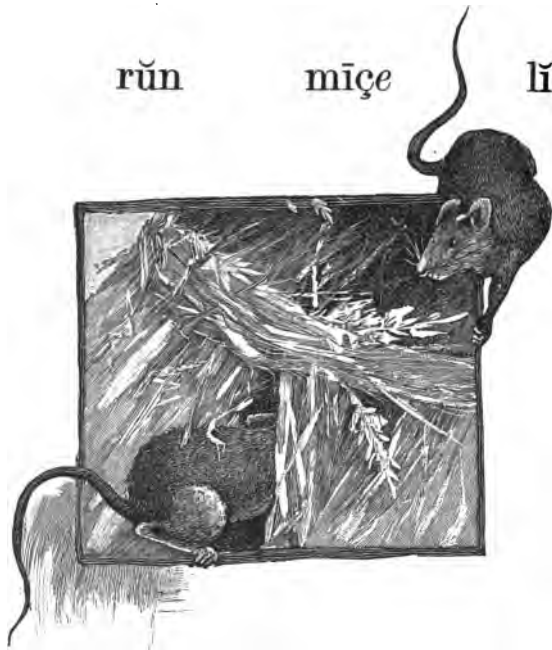
bĭrdş thē nĕst flȳ yĕs

I can see a nest.
I can see the birds.
Can you see the nest? Yes.
Can you see the birds? Yes.
I have a bird.
My bird can fly.
See the nest.

pȧ pä′ trēe pretty (prĭt′ tў) ĭş ĭn

Papa has a pretty tree.
I see the pretty tree.
See the birds in the tree.
A nest is in the tree.
The nest is pretty.
Can you see the nest?
You pretty birds!
I like to see you fly.
Fly to the nest.
See the birds fly, papa.

ōh rŭn mīçe lĭt′ tle



Oh, see the little mice!
Can you see the little mice? Yes.
The little mice have a nest.
Can you see the nest? Yes.
The little mice can run.
I can run. Can you run? Yes.
I like the little mice.

See the mice play.
I like to see you, little mice.

---

mouse *yo*ūr **cătch**

A little mouse can run.
See the mouse, kitty.
Kitty can see the mouse.
Kitty can catch the mouse.
Run, little mouse.
Kitty can run.
Kitty can catch you.
Kitty can catch a bird.
Have you a nest, little mouse?
Run to your nest.
I like you, little mouse.
I like to see you play.
Run, run, little mouse!
Run to your mamma.

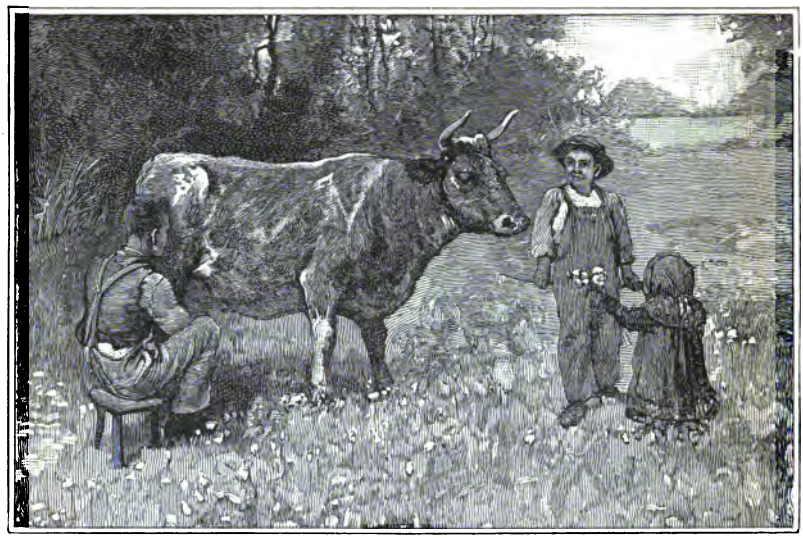
ŏn bĭg rīd*e* hôrs*e* mā*y*

Papa has a big horse.
The horse can run.
Papa can ride on the horse.
I like to see papa ride.
Willie may ride on a horse.

Willie has a little horse.
Willie's horse is pretty.
I like Willie's horse.
Willie's horse can run.
Willie's horse is little.
Papa's horse is big.
Willie is little.
Papa is big.
Can you ride on a horse?
I can ride on papa's horse.
I like to ride on Willie's horse.
Willie's horse likes Willie.
Papa's horse likes Willie.
Baby likes papa's horse.

Teach the formation of the possessive by adding *'s*.

mamma	mamma's
baby	baby's
kitty	kitty's



fēed mĭlk cow (cou) Jŏhn gĭveş

Papa has a cow.
See the pretty cow, baby.
The cow gives milk.
I like milk.
I give milk to kitty.
I can feed the cow.
You may feed the cow.

See baby feed the cow.
See John milk the cow.
I like to see you milk, John.
Papa can milk the cow.
I like to see papa milk the cow.
I can feed papa's horse.
The cow can see baby.
The cow likes baby.
Baby likes to feed the cow.
I like the pretty cow.

Papa has a —— cow.
I have a —— book.
Willie has a —— horse.
Mamma has a —— baby.
Kitty can see a —— mouse.
I like my —— slate.
Oh, see the —— bird!

Children supply the adjective.

REVIEW.

Willie, can you milk a cow?
Yes, I can milk a cow.
I can ride on a horse.
I can feed the horse.
See kitty in the tree.
A little bird is in the tree.
The little bird can see kitty.
The little bird can fly.
The bird has a pretty nest.
The nest is in the big tree.
The bird is on the nest.
I can feed the pretty bird.
I give milk to kitty.
See the little mouse, kitty.
Run, little mouse!
See the little mouse, baby.
See kitty run.

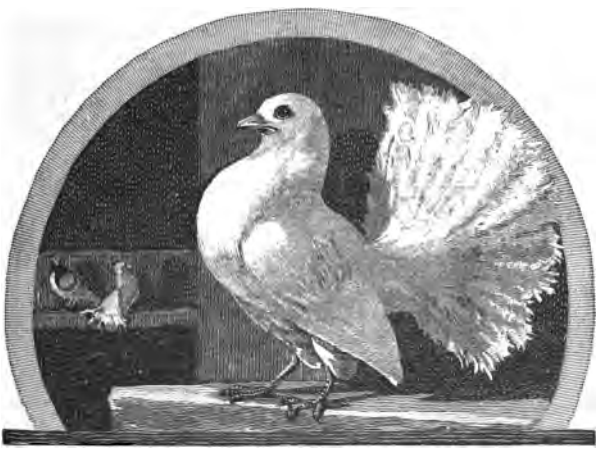
Ăl′ ĭçe gō dọ ănd ăm ĭt schōōl

Alice and I go to school.
Alice is little. I am big.
See my slate.
Alice has a book and slate.
I like to go to school.
Do you see my school?
It is a little school.
Do you go to a little school?

sewṣ (sōz) **mē** **lo͝ok** **fôr**

Can you sew, Alice?
Yes, I can sew a little.
I sew for my doll.
Mamma sews for me.
Mamma sews for baby.
I can sew for mamma.
I like to sew.

Do you sew in school, Alice?
Yes, I sew in school.
Look at my doll.
Do you see my doll?
Look at me. See me sew.



whīte dȯve Grāçe
ŭp wĭsh

I have a pretty white dove.
Do you wish to see my dove?

Yes, I wish to see your dove.
It is the big white dove.
Oh yes, I see it.
It is a pretty dove.
See it fly, Grace.
Fly to me, pretty dove.
See baby look at the dove.
Do you wish to feed the dove?
You may feed it.
See the dove fly to baby.
My white dove has a nest.
Fly to your nest, pretty dove.

Willie has a little horse.
Alice has a pretty doll.
Grace has a white dove.
Papa has a big cow.
I have a little kitty.

whêre gĕt dĭd nŏt gāve

Where did you get your book?
It is not my book.
It is Willie's book.
Where did Willie get it?
Papa gave it to Willie.
I have a big doll.
Papa did not give me my doll.
Mamma gave it to me.

I can look at Willie's book.
I have a big slate.
Do you wish to see it?
I can not get it.
It is at school.
See my doll.
Can my doll see the book?
The doll can not see the book.
Alice has a big book.
Where is your book, Alice?
I wish to see it.
I can get it for you.
Willie gave me my book.
I like to look at the book.
Have you a book, Grace?
I have a pretty book.
Where is your book?
Mamma has my book.

REVIEW.

want with

Grace has a pretty white dove.
I like to feed it.
I want a pretty dove, mamma.
You have a big doll, Kitty.
My doll can not play.
You can play with Willie.
Yes, I like to play with Willie.
Willie has a little white kitty.
Oh, I like a little kitty.
I can play with the kitty.
I wish to see the kitty.
Oh, you pretty little kitty!
Do not run.
I will give you milk.
I can sew for my doll.
I can play with my kitty.

Mĭn′ nĭe bōat wĭll he

See my papa.
He has a big boat.
I wish to ride in it.
Papa, will you give me a ride in
your boat?
Yes, Minnie, I will.
Run and get mamma and baby.
Oh mamma, papa wants you!
He will give you a ride.

Baby may go in the boat.
Do you wish to go, baby?
Do you like to ride in the boat?
See baby run to the boat.

My papa has a b--t.
I go to sch--l.
A little k-tty can run.
A little b-rd can fly.
Have you a sl-te?
My kitty likes m-lk.
I like to see kitty pl-y.
Oh, see the pretty n-st!
I will feed the d-ve.
The dove can fly to b-by.
See Willie feed the h-rse.
Alice has a pretty d-ll.

squĭr′ rĕl thăt nō wē nŭt

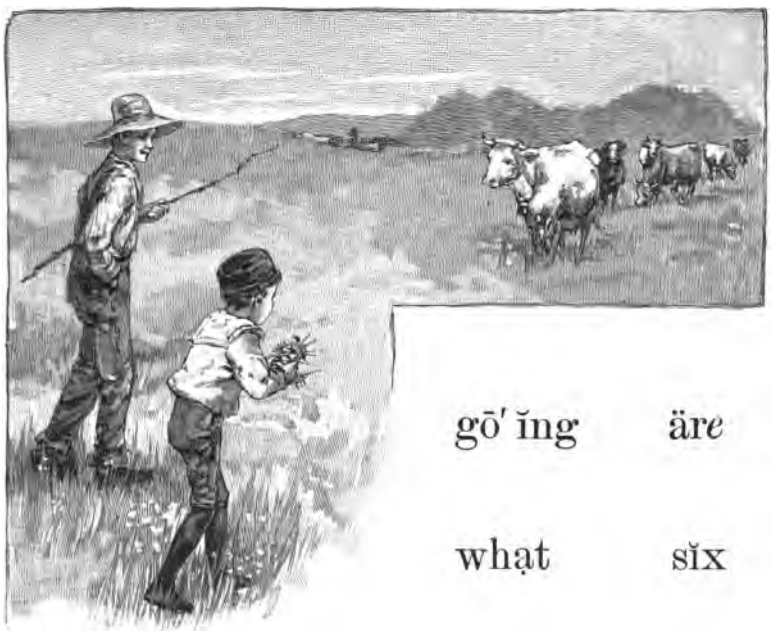
Oh, you big squirrel!
Where did you get that nut?
I got it on the tree.
We want that nut.
No, no, you can not have my nut.
I want it for my baby squirrel.
You can get a nut on the tree.
Run up the tree and get a nut.

Māy lĭl′ y̆
gär′ den rōse

I have a little garden.
May gave me a white lily.
I have a rose.

It is in my garden.
Have you a garden? Yes.
Have you a lily in it?
No, I have a rose in my garden.
Minnie gave me my rose.
Where did you get your rose?
Papa gave my rose to me.
He has a big garden.
My papa has a big garden.
May I see it? Oh yes.

ĭ	ă	ē
ĭn	ăn	mē
ĭt	căn	sē*e*
ĭs	hăs	trē*e*
lĭl′ ў	ănd	fē*e*d



gō′ ĭng ärе

whạt sĭx

What are you going to do, John?
I am going to get the cows.
May I go, too?
Oh yes, you may.
I like the pretty cows.
Papa has six cows.
I see the six cows.

Are you going to feed the cows, John?
Oh no, I am going to milk the cows.
I will feed you, pretty cows.
What do you like?
I see what you like.
I will get it for you.
Where is the white cow going?
Do not run, my pretty cow.
John is going to milk you.
I like your white milk.
I will feed you.
I wish to milk the cow, John.
You may milk the white cow.
I like the white cow.
Papa gave the white cow to me.

thĭn̲k lĕt ĭs' n't sȯme pāil

What is it mamma wants me to do?
Let me think.
Is it to feed my dove?

No, it isn't to feed my dove.
Is it to get some nuts for Ned's squirrel?
No, it isn't that.
Is it to get some milk for the baby?
Yes, I think it is to get some milk.
I think John is going to milk.
He has a big pail.
I will run and get my little pail.
Baby may have some milk.
I will let kitty have some milk.
Kitty likes the white milk.
I see baby in the garden.
Do you want some milk, baby?
I will get some milk for you.
What have you for me?
You may get a rose for me.

tīme lāte gŏŏd-bȳe′ bē

Good-bye, mamma.
It is time to go to school.
I have my books.
Where is your slate, May?

It is at school, mamma.
Do not run. You will not be late.
I am going for Alice.
Alice will be in the garden.
I see you, Alice.
I am going. Good-bye, mamma.

Alice! Alice! are you going to school?
Oh yes, May, I am.
Is it time to go?
I think it is.
I will run in and get my books.
Look at my pretty white rose.
What a pretty rose it is!
You may have it, May.
I want you to see this little nest.
See the little birds in it.

grănd′ mä been (bĭn) hẽr shē cȯm′ ĭng

I have been to see grandma.
She gave me a lily to give
to mamma.
It is a pretty white lily.
I like to go to see grandma.
I have been in the garden.

She has a pretty garden.
I like to play in her garden.
Grandma is going to see mamma.
Grandma! Grandma! Where are you?
Are you coming, grandma?
Yes, I think she is coming.
I am glad she is coming.
I want her to see Ned's squirrel.

---

c — ăn	b — ăd	b — ĕd
f — ăn	h — ăd	f — ĕd
m — ăn	l — ăd	l — ĕd
p — ăn	m — ăd	N — ĕd
r — ăn	s — ăd	r — ĕd
t — ăn	p — ăd	w — ĕd

Let the children discover the new words for themselves.

REVIEW.

thĕm bŏx gŏt

What is in your box, May?
You may look in and see.
Oh, what a pretty rose!
Yes; and see the lily.
I got the rose in my garden.
Papa and I got the lily.
Where is Ned going?
He is going to feed the squirrel.
I think it is time to feed my dove.
Isn't my dove pretty?
Papa gave Ned a little boat.
He gave baby a doll.
He gave me a pretty box.
The lily and rose are for grandma.
I think she will like them.
Oh yes, she will like them.

thănk tọ-dā*y*′ cĭt′ y̆ ȧ wā*y*′ bȧs′kĕt

I am not going to school to-day.
I am going to the city
with mamma.
I like to go away with mamma.

Is Willie going with you?
No, Willie is not going to-day.
He is going to ride with papa.
I like to ride to the city.
I am going to get a pretty basket
for you.
Oh, thank you, May.
I want a pretty basket for school.
Is baby going away with you?
Oh no, she is too little.
She is going to see grandma.
Grandma has a big doll for her.
She will play in the garden.
Some day she will go to the city.
She likes to go to see grandma.
I think it is time to go.
I see mamma coming.
I will run to her.

căp hăt mŭst ĭn′ tọ

Look at my white cap.
Grandma gave it to me.
She got it in the city.
John has a cap, too.
It is not like my cap.
It is not a white cap.

I have a pretty hat for my doll.
Do you wish to see my doll?
I will get her for you.
She is up in my tree.
My tree is in the garden.
The birds have a nest in my tree.
I must go and feed them.
I am going into the garden.
I wish to get a lily for grandma.
I got a pretty rose for mamma.
Oh, I see you, John!
You are up in that tree.
Will you give me my doll?
Where is her white hat?
Do you see it in the tree?
I see it. I can get it.
I think my doll is pretty.
I like to sew for her.

Lu̇′ lu̇ swĭm gōld′ fĭsh fĭn̰s

Lulu has a pretty fish.
It is a gold fish.
It has fins.
Look at the fins.
It can swim with its fins.
Lulu likes to feed it.
It will swim to her.
Do you like to swim, little fish?
My fish likes to swim.
Swim to me, little fish.
I like to see your pretty fins go.

Ăn′ nȧ hōp*e* dĭd′ n't sa̤*w* cȯm*e*

Anna, did you see kitty run?
Yes, she saw a little mouse.
I hope she didn't catch it.
No, she didn't catch it.
I hope kitty will not catch
the little mouse.
I want the mouse to get away.

I will give kitty some milk.
Will you get some milk for me, Anna?
Come away, kitty. You can not have the little mouse.
Run to your mamma, little mouse.
I hope kitty will not get you.
Oh, kitty! kitty!
You must not catch the little mouse.
The little mouse likes to play.
I like the little mouse.
I play with you.
I give you milk.
Anna has some milk for you.
Do not catch the little mouse.
It is time for papa to come.
I must run to see him.

house put māke thrēe two

Papa put a bird's house into the tree.
Two little birds have a nest in it.
You can not see the bird's house.
You can see the pretty birds.
They have three baby birds.
I go out to see them.
The birds like me.
They do not fly away.
I hope kitty will not catch them.

She can not go into the bird's house.
She is too big.
The big birds do not like her.
She must not run up the tree.
I will give her some milk.
Oh, you pretty little birds!
Fly to your nest.
Your baby birds want you.
I like to see you feed them.
What a pretty tree that is!
I saw papa make the bird's house.
The baby birds are not pretty.

---

did not	didn't	didn't
has not	hasn't	hasn't
is not	isn't	isn't

Lī′ ȯn	**nāme**	**bă̆ck**
dŏ̆g	**Fră̆n̲k**	**hĭs̲**

I am a big dog.
My name is Lion.
Do you see Frank?
I am his dog.
I give him rides.

He can ride on my back.
I can run. I can swim, too.
Frank likes me.
His kitty will not play with me.
Her name is Minnie.
You may ride on my back, Minnie.
Do not run up into the tree.
I am not a lion.
Lion is my name.
Do you like big dogs?
Yes, and I like little dogs.

REVIEW.

See my big dog, Alice.
His name is Lion.
Can you come and play with me?
No, Frank, I must go into the house.

Mamma will want me.
She is going away to-day.
She is going to the city.
Grandma is coming to be with baby and me.
I like to have grandma in the house.
She will play with me.
She likes baby. Baby likes her.

What can I do for you, mamma?
You may get my hat for me.
I want that big box, too.
You may put it with the hat.
Do you see grandma coming?
Oh yes, I see her in the garden.
Baby is with her now.
Baby had a ride on Lion's back.

wo͝odṣ	**åsk**	**pĭc′ nĭc**
too	**tōld**	**Jām′ ĭe**

Oh, Jamie, can you go on a picnic
with me?
Mamma told me to ask you.
She told me to ask Frank, too.
Where are you going
for the picnic?

We are going to the woods.
Oh, I like to go to the woods.
I hope you can go.
Run in and ask your mamma.
Papa will give us a ride in his boat.
I like to go in a boat.
Papa is going to catch some fish.
Mamma has a big basket for us.
You will like what is in it.
We will run in and ask mamma.

Mamma, may we go with Lulu?
She is going on a picnic.
Her papa is going, too.
Yes, Jamie, you may go.
Where will the picnic be?
It will be in the woods.

wąş flow′(flou)ẽrş cāke gŏŏd found

Did you have a good time
in the woods?
Yes, mamma, we did.
We saw some pretty flowers.
Lulu has some in her basket.
We found some nuts.
I saw a little squirrel.

Frank found a pretty nest.
The nest was in a tree.
A bird was on it.
I saw her fly away.
I found an egg in the nest.
Did the baby have a good time, mamma?
Yes, baby and kitty had a picnic, too.
They had some milk and cake in the garden.
I gave them some cake.
I put it into a little basket.
Baby gave some to the birds.
Did kitty have some cake?
No, kitty did not want it.
She did want to catch a bird.
I found her in the tree.

ạl′ sō
cōld
sōōn
South
hēr*e*
shăl*l*
ĕv′ ẽr

Oh, see the birds!
Where are they going, mamma?
They are going to the South.
It will be cold here pretty soon.

Soon we shall have no flowers.
The birds must fly away.
It is not cold in the South.
Will they ever come back,
mamma?
Oh yes, they will fly back.
The flowers will come.
The birds also will come.
Will my little dove fly South?
Oh no, your dove will not go.
I must have a house for my dove.
I want you here, little dove.
Good-bye, you little birds.
Did you come to say "Good-bye"
to me?
I wish to go South with you.
Fly back to me soon, pretty birds.
I shall wish to see you.

à slēep′ **dē*ar*** **slē*e*p** **wāk*e***

See my dear little doll.
She is asleep.
I put her to sleep.
Isn't she a dear little doll?
I think she is.
It is time for her to wake now.
I wish to play with her.

Wake, my dear little doll!
I wish to go out to play.
I will get your pretty cap.
We will go to see Lulu.
I wish to see her gold fish.
I like to see it swim.
Do you wish to go with me?
Lulu has a pretty play house.
She has a pretty doll, too.
We will put you into the play house.
You may sleep in the bed.
The gold fish likes Lulu.
It will swim to her.

ōld	f ōld	m ōld
g ōld	s ōld	b ōld
t ōld	c ōld	h ōld

lȯv*e* dŏl′ lў ȧ wāk*e*′ bĕd said (sĕd)

See the dear baby.
She is asleep.
Do not wake her.
I said, "Come, baby, it is time
to go to bed.
Mamma wants you now.
She will put you to sleep.
The little birds are asleep.
The pretty flowers are asleep.
You must go to sleep.

Come with me, baby dear.
Dolly shall go to bed with you.
See your pretty white bed.
See dolly in her bed.
Do not wake the dolly.
Baby is in her little bed.
Go to sleep, baby dear."
She will have a good sleep.
She will wake soon.
I like to look at her.
We love you, baby dear.
She likes to play with me.
She wants to go to school with me.
She is too little to go to school.
Some day she may go.
I want her to play with me.
Come, baby, it is time to awake.

rōs′ ĕs

bĕst

pĭck

sĭck

glăd

môrn′ĭng

all

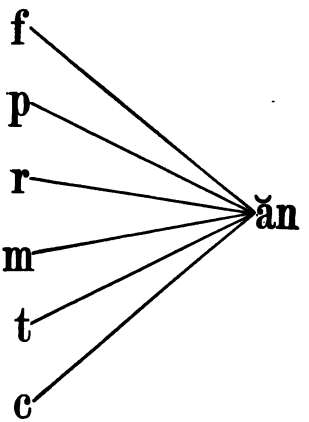
Oh, you pretty roses!
Did you wake up for me?
May I pick you, pretty roses?

Dear grandma is sick.
She can not come out to see you.
I wish to take you to her.
Mamma told me to pick some flowers for her.
I like you best of all.
I want grandma to have the best flowers.
I think you are glad to come.
She will be glad to have you.
I shall put you where she can look at you.
You shall say "Good morning" to her.
I shall pick lilies for mamma.
Mamma likes lilies best of all.
I like all the pretty flowers.
I like to give them away, too.

SOMETHING TO ANSWER.

hĕlp dĭsh′ ĕs wąsh

1. Did you help your mamma to-day?
2. What did you do for her?
3. What can you do to help her?
4. Can you wash the dishes?
5. Can you get wood for her?
6. What can you do to help papa?
7. What can you do for baby?



thĭs any (ĕn′ y̆) gĭrl one (wŭn)

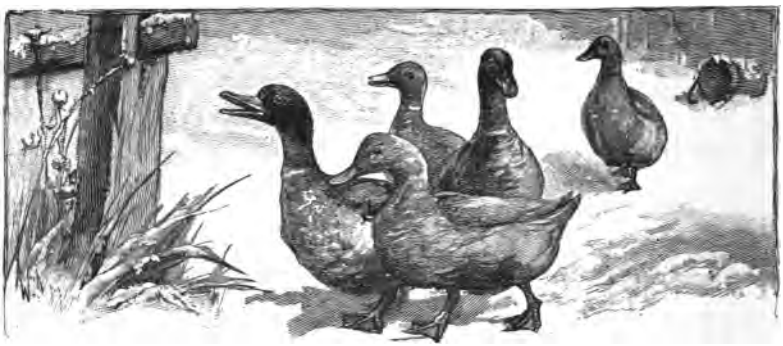
See this little girl.
She hasn't any mamma.
What can I do for her?
She may have my doll.
I think she will like it.
You dear little girl!
Come and see my mamma.
She will be good to you.
Have you a little kitty?

I have two of them.
I will give you the little one.
Have you any milk for her?
She will play with you.
She will get upon your bed and wake you.
Isn't she a dear little kitty?

drĭnk cŭp from saw' çĕr sŭch out

I love Alice. She is good to me.
She gave me my pretty kitty.

She gave it to me in a basket.
It is a dear little kitty.
It will drink milk.
I give it milk in a saucer.
I drink from a cup.
Kitty drinks from a saucer.
I like to see kitty play.
Do not catch my bird.
I must put you to bed, kitty.
You may sleep in the basket.
No, you must not run away.
Be a good little kitty.
Do not run away from me.
You shall have a saucer of milk.
You are such a dear little kitty!
I hope you will not catch birds.
I wish you to love little birds.
I wish you to love me, too.



dŭcks côrn ver′ў bärn fīnd pōōr

We are Ned's ducks.
He did not feed us to-day.
We want some corn to eat.
We are going to find Ned.
I hope we shall find Ned soon.
His papa will give us some corn.
Do you see Ned any where?
Ned! Ned! where are you?
Come and feed your ducks.
It is too cold for us to go and swim.

Give us some corn, and we will
go to the barn.
It is very cold to-day.
It is not cold in the barn.
I see Ned coming to feed us.

My poor little ducks!
You did find me, didn't you?
I have been away all day.
I told John to feed you.
Poor little ducks, you are cold!
Come back to the barn.
I will get some corn for you.
You shall have all you want.
You shall have a drink, too.
Some day you shall have a swim.

bĭrth′ dā*y* pär′ tў mād*e* hăv′ ĭng

It is my birthday to-day.
I am having a party.
Frank, Jamie, Grace, and Minnie have come to my party.
Do you see them?
Mamma made me a birthday cake.

She made it for my party.
We have had a good play.
Do you see the dolls?
They have come to the party.
My little dog wants to come.
I must give him some cake.
Poor little dog, you may have some cake.
You are a good little dog.
You may have a party some day.
Lion shall come to it.
Mamma is going to get some milk for us.
I like a party in the garden.

---

have	haveing	having
come	comeing	coming
love	loveing	loving

Jĕn′ nĭe Rōv′ ẽr Jŭm′ bō our ŭs

Jennie and I are having a party.
Rover and Jumbo have come to our party.
I am going to feed Rover.
Jumbo can't eat.
See our best dishes.
Grandma got them for us.
Do you like our party, Rover?
Mamma is going to give us some cake.
Do not eat our cake, Rover.

I will give you some.
Jumbo may have all the cake he can eat.
We will eat it for you, Jumbo.
Cake is good for us.
Are you having a good time, Rover?
We are having a good time.
I was at Alice's party.
It was her birthday party.
It is not my birthday to-day.
It is not Jennie's birthday.
We play it is Rover's birthday.
See him look at me.
Do you like the party, Rover?
I think you do like it.
Jumbo shall have a party some day.

plāt*e*s	tā′ bl*e*	tāk*e*
tē*a*′-pŏt	now	wạ̈′ tẽr

1. You may get me the big box.
2. You may look into it.
3. What do you see in it?
4. You may take out the plates.
5. You may put them upon the table.
6. You may put the cups upon the table.
7. You may take out the tea-pot.
8. You may get some water in it.
9. You may put the tea-pot on the table.
10. You may put some water in the cups.

11. You may put some cake on the plates.
12. You may give some one a cup of water.
13. You may drink a cup of water.
14. You may now put the plates away.
15. You may put the cups away.
16. You may put the tea-pot away.
17. You may put the box away.

To be read silently and the direction obeyed. A child's tea-set is required for this lesson.

---

s ĕll	t a̤ll	b ĭll
f ĕll	c a̤ll	r ĭll
N ĕll	b a̤ll	w ĭll

brĕ*ak*′ f*a*st hăd Ăn′ nĭ*e* gŏn*e*

I can't go out to play now.
I must eat my breakfast.
Has Annie had her breakfast?
Yes, and she is out at play.
You must run out to her.
Jamie gave the ducks some breakfast.
Where is Jamie now?
He has gone to school.
Minnie has gone to school, too.
Oh dear! I wish to go to school.

May I go to school, mamma?
Yes, when you are a big girl.
I want you with me now.
Eat your breakfast, little girl.
Annie is in the garden.
She wants you to play.
Take your poor doll with you.
You had a good sleep.
Now you can have a good play.
I want you to get some flowers.
You may put them in my basket.
May I pick some for grandma?
Annie gives roses to her grandma.
I don't think we have any roses.
Jamie has some baby ducks.
Oh, mamma! where are they?
They are in the barn.
You and Annie may find them.

REVIEW.

Where did you get the pretty dishes?

Mamma gave them to me on my birthday.

See the pretty little tea-pot.

I will get some milk in it.

Will you take it in a little cup?

I will give you some of my birthday cake.

I will put some on a little plate for you.

Have a cup of cold water.

I will wash my little dishes now.

Do you wish to help me?

I will wash the cups, and you may wash the plates.

I help mamma wash the dishes.

färm fōur hĕnş grănd′ pä

My grandpa has a big farm.
I like to go to see him.
He has four cows and
two horses.
I ride on the horses.
I go for the cows.
I help grandpa milk.
He has some hens and ducks.
The ducks are so pretty.
I like to feed the hens.

The hens like me.
Grandpa lets me feed them.
See them run to me.
Look at the hen-house.
Do you see the woods?
I like to go into the woods.
One hen has a nest in the barn.
I found it one day.
She had some eggs in it.
I put the eggs into my cap.
Grandma was glad to have them.
She made a little cake for me.
I gave some to the hen.
That was to thank her for the eggs.
Do you see her look at me?
She thinks I have some corn for her.

Jĭll **kēep** **Jăck**

This hen likes me.
Do you see where she is?
Grandpa gave her to me.
Her name is Jill.
I am going to keep her.
I have made a house for her.

Grandpa gave me the little dog.
He likes to play with me.
His name is Jack.
Come, Jack; we are going to the barn.
Keep still, Jill. Do not fly away.
I can give you a ride if you will keep still.
I have some corn in my pail.
I will feed you at the barn.
I like Jack and Jill, and they like me.
Do you want your breakfast, Jack?
You shall have it pretty soon.
I must feed the hens now.
My ducks want some breakfast.

Mrs. Cat Mrs. Mouse

Where are you going, Mrs. Mouse?
I am going to the barn with my little mice.
I think they will like the barn.
Oh no, Mrs. Mouse, do not go to the barn!
Mrs. Cat is in the barn.
She will catch your baby mice.
Oh dear! what shall I do?
Come with me, Mrs. Mouse.
I will feed your little mice.
We have no cat here.
Oh thank you, little girl!
I love my baby mice.
I do not want the cat to catch them.

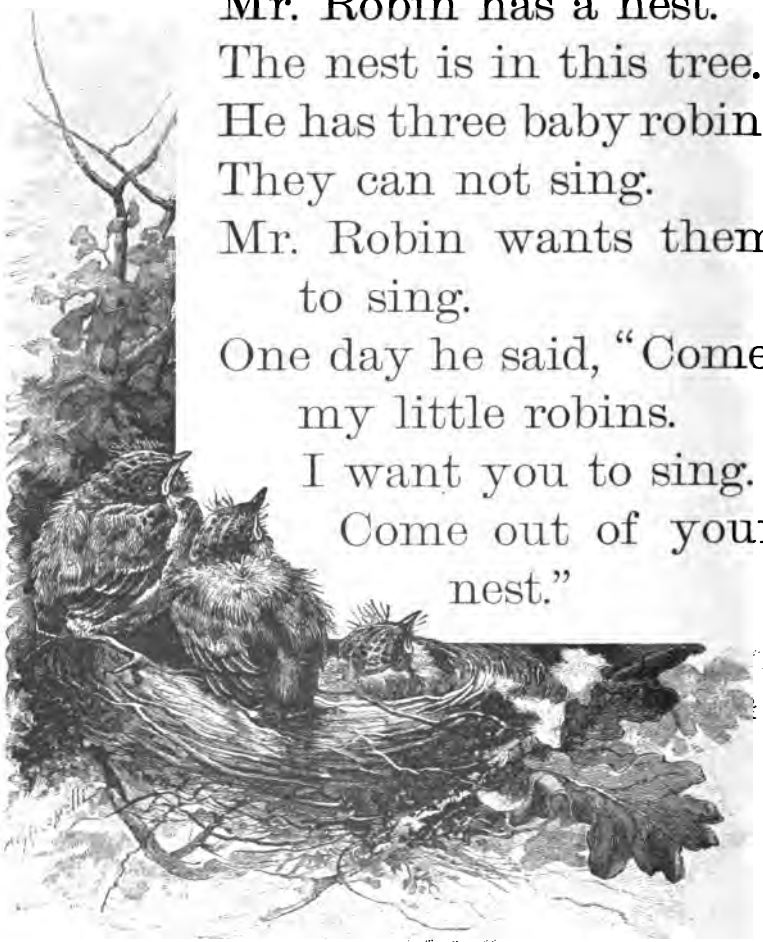
Teacher leads the children to imagine a mouse taking her family up the path to the barn.

nīne pĭg thĕn sŏme′ thĭng

Do look at this little pig!
I think he is pretty.
My grandpa had nine baby pigs.
He let me take one in for mamma to see.
I said, "What do you think I have, mamma?"
"A little dog?" "No, mamma."
"A little kitty?" "No, mamma; it is a little pig."
"What! a little pig here in the house!"

"Yes, mamma, a dear little white pig."
Then I let mamma see it.
She said it was pretty.
I said, "Do you wish to take it, mamma?"
She didn't wish to take it.
I gave it a saucer of milk.
Then I took it back to the barn.
It ran to its mamma.
This little pig wants something to eat.
See the hens look at him.
Don't you like the little pig?
The hens have had some corn.
You shall have some corn.
I will get some for you.
Grandpa keeps it in the barn.

Mr. Rŏb′ ĭn sĭng dō-mi-sōl (mē)



Mr. Robin has a nest.
The nest is in this tree.
He has three baby robins.
They can not sing.
Mr. Robin wants them to sing.
One day he said, "Come, my little robins.
I want you to sing.
Come out of your nest."

The little robins said, "No, papa,
we can not sing."
"Oh yes, my little robins.
See all the pretty flowers.
Look up at this pretty tree.
Then you will wish to sing.
I will sing 'do-mi-sol-do.'
You sing it now for me."
One little robin did sing it.
Oh, you dear little robins!
I hope you will all sing soon.
Do not go South, little robins.
Papa will make a pretty house
for you.
Then you will not be cold.
You may have it in this tree.
I shall like to have you here.
I will feed you, little robins.

chēeşe trăp whȳ *k*nōw plēaşe mīnd

Mamma said, "Do not go to the box.
Why did she say that?
I do not know. Mamma knows.
I see some cheese in the box.
I want some of that cheese.
Can a cat be in the box?
Oh no, the cat is too big.
I know that cheese is good.

I must have some of it.
No, don't take any.
You must mind mamma.
I am a big mouse now.
I know the box can not catch me.
I can run. I can get away.
The box can not run.
Please mind your mamma.
Come with me to her.
We will ask her what it is.
Mamma, we saw some good cheese
in a box.
May we get some of that cheese?
Oh no, my little mice.
Why not? That cheese is good.
That box is a mouse-trap.
A trap is to catch little mice.
You see mamma knows best.

Kāte	**ȯth ẽr**	**whĕn**
pĭc′ tu̇re	**drĕss**	**rōōm**

This is a picture of Kate.
She gave it to me.
I am going to put it in my room.
Isn't Kate a dear little girl?
I play with her all the time.
See her pretty white dress.
Mamma has a picture of me when
I was a little baby.

I have on a white dress.
I have three pictures in my room.
One is a picture of the woods.
Papa gave it to me on my birthday.
I like to look at it.
I can see it when I wake.
I have a picture of a boat.
A girl and boy are in the boat.
The boat is in the water.
The little girl is asleep.
The boy is awake. He is looking for some one to come.
I think he wants his papa.
There are some flowers in the other picture.
Do you like to look at pictures?
We have some in our schoolroom.

ACTION LESSON.

To be read silently and directions followed.

1. You may put your book on the table.
2. You may get me a cup.
3. You may get some water in the cup.
4. You may drink the water.
5. You may get me a big box.
6. You may get me a little box.
7. You may put the little box upon the big box.
8. You may get me a big book.
9. You may get a picture for me.
10. You may let me see your slate.
11. You may wash your slate.
12. You may put some water upon the flowers.

13. Put your book into the box.
14. Put the cup upon the table.
15. Make a picture upon your slate.

---

fīve sĕv′ *e*n sĭx eight (āt)

Five birds and two birds are —— birds.

Three roses and —— roses are seven roses.

Six robins and —— robins are eight robins.

Four mice and four mice are —— mice.

One doll and seven dolls are —— dolls.

Five doves and —— doves are nine doves.

fi͟ēld dāi′ s̱ĭe̱s dāi′ s̱y̆ bŭt′ tẽr cŭps

Oh, what a pretty field!
I see some flowers.
I must get some of them.
Oh, see the buttercups!
I see some daisies, too.
Come, Grace, we must have some.
I wish to take them to school.
Isn't this a pretty field?
You dear little daisies!

I must put you into my hat.
Put some into your hat, Grace.
Now we must run to school.
I wish to be in time.
I shall ask if we may sing, "Buttercups and Daisies."
I can sing, "Wake, Little Daisy."
You have all been asleep, little flowers.
We are glad to see you.
Are you glad to be awake?
The birds have been down South.
Now they have come back to us.
I know the birds love the flowers.
One bird has a nest in this field.
Five eggs are in the nest.
We have not time to see it now.

SOMETHING TO ANSWER.

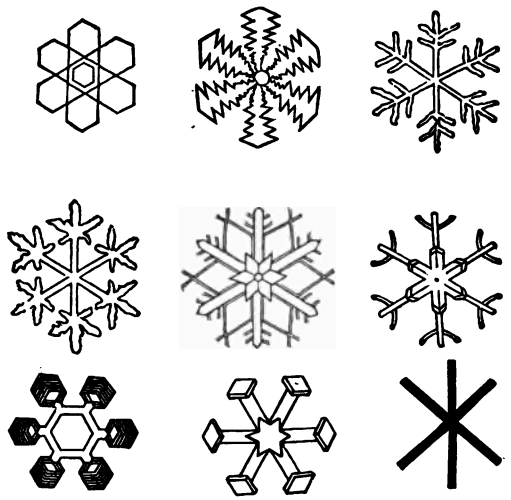
1. Can you sing?
2. What can you sing?
3. What flowers do you like?
4. Where can you pick some flowers?
5. Has your papa a garden?
6. What has he in his garden?
7. What have you to play with?
8. What do you like to play?
9. To what school do you go?
10. What time do you go to school?
11. What do you sing in school?
12. What do you like to play?
13. Why do you go to school?
14. What can you find in the woods?

rŏck	**nŏd**	**ȧ wōke′**
bŭt′ tẽr flīeş	**hûrt**	**once (wŭns)**
căt′ ẽr pĭl larş (lẽrz)	**dȧnçe**	**wĭngş**

We are butterflies. We live out in the fields.
We fly to all the flowers.
The daisies are so pretty.
We like to play where they are.
They nod and dance with us.

They rock us to sleep at night.
Once we were caterpillars.
We could not dance and fly.
We had a long sleep.
One day we awoke.
We had wings and could fly.

The butterflies sleep in the pretty flowers.
Do not hurt any caterpillars.
They will be butterflies some day.
Then they will fly in the fields.
Please do not catch the butterflies.
You will hurt their pretty wings.
They are not made to catch.
They like to fly in the garden.
Dance away, pretty butterflies.
We like to see you fly.



flȳ′ ĭng stärs down snōw thēse

These are little snow stars.
Did you ever see any?
You can find them if you look.
See how pretty they are.
The snow is made of these little stars.
The pretty stars come flying down.

You can find other stars.
When the snow comes you must look for the stars.
I found some the other day.
The fields are white with them.
I think it is time for them now.
The birds have all gone South.
No, not all the birds.
The snow birds are not gone.
They do not mind the snow.
We must feed the snow birds.
What do they like?
I think they like cake.
Poor little birds! you shall have some cake.
Mamma will give me some for you.
I hope you are not cold.

slĕd bŭt sō shōw fĕ*a*th′ ẽrṣ

Oh, look at the snow! Isn't it pretty?

I must take out my sled.

Did baby ever see the snow, mamma?

I think so; but she was too little to look at it.

I must show it to her.

Baby dear, come here!
What do you see?
I see pretty white feathers.
No, baby, it is snow.
I will take you out in my sled.
There, baby, catch some snow.
Oh, the pretty snow! I want some for mamma.
No, baby, you can't take it to mamma.
I will give you a ride on my sled.
Isn't this fun? The snow is cold.
Are you cold, baby? Oh no!
We will go to see grandma.
We will show her the pretty snow.
You can tell her you saw the feathers come flying down.

GUIDE TO PRONUNCIATION.

A key to the symbols most of which are used in this Reader to indicate the pronunciation of the more difficult words.

I. VOWELS.

ā	as in	fāte	â	as in	câre	i̇	as in	i̇dea	o͞o	as in	fo͞od
ȧ	"	senȧte	ē	"	mēte	ĭ	"	ĭt	o͝o	"	fo͝ot
ă	"	făt	ė̄	"	ė̄vent	ī	"	sīr	ū	"	ūse
ä	"	ärm	ĕ	"	mĕt	ō	"	ōld	u̇	"	u̇nite
a̤	"	a̤ll	ē̤	"	hē̤r	o̤	"	o̤bey	ŭ	"	ŭp
ȧ	"	ȧsk	ī	"	īce	ŏ	"	nŏt	û	"	fûr

II. EQUIVALENTS.

ạ = ŏ	as in	whạt	ọ = o͝o	as in	wọlf	ụ = o͝o	as in	pụll
ê = â	"	thêre	ȯ = ŭ	"	sȯn	ȳ = ī	"	flȳ
ī = ē	"	gīrl	ô = a̤	"	hôrse	y̆ = ĭ	"	babẙ
o̤ = o͞o	"	mo̤ve	ṳ = o͞o	"	rṳle			

III. CONSONANTS.

Only the most difficult consonants in this Reader are marked with diacritical signs. The following table may prove useful to the teacher for reference and for blackboard work.

ç = s	as in	miçe	th (unmarked)	as in	thin
ȼ or c (unmarked) = k	as in	ȼa̤ll	ph = f	"	phantom
ȼh = k	as in	ȼho͞ol	s̱ = z	"	i̱s̱
ch (unmarked)	"	child	z (like s sonant)	"	zone
ġ like j	"	cāġe	qu (unmarked)	"	quite
g̅ (hard)	"	g̅ĕt	x̱ = gz	"	ex̱act
n̲ = ng	"	ink̲	x (unmarked) = ks	"	vex
t̲h̲	"	t̲h̲ĕm			

Certain vowels, as *a* and *e*, when obscured and turned toward the neutral form, are italicized. Silent letters are also italicized.

WORD LIST.

The following is a list of the words used in this Primer in the order of the lessons.

This list can be made the basis of a great variety of exercises in correct pronunciation, distinct enunciation, rapid spelling, language lessons, and review work.

sē*e*
bā′bў̆
mȧm mä′
mў̄
dŏl*l*
Ī
căn
kĭt′tў̆
a
hăv*e*
bo͝ok
slāt*e*
to͞
hăs̱
plā*y*
līk*e*
Wĭl′lĭ*e*
flў̄
*yo*ū
thē
yĕs
nĕst
bĭrd
ĭn
ĭs̱
trē*e*
pȧ pä′
pret′ (prĭt) tў̆
ō*h*
rŭn
mīc*e*
lĭt′tl*e*
*yo*ūr
cătch
mous*e*
ŏn
bĭg
rīd*e*
mā*y*
hôrs*e*
cow (cou)
fēed
mĭlk
Jŏ*h*n
gĭve s̱
ĭt

gō
dọ
ăm
ănd
Ăl'ĭçe
sɕhōōl

mē
fôr
sewṣ (sōz)
lo͝ok

ŭp
wĭsh
dȯve
whītе
Grāçe

dĭd
nŏt
gĕt
gāve
whêre

wạnt
wĭth
hē
wĭl*l*

bōa*t*
Mĭn'nĭe

nō
wē
nŭt
thăt
squĭr'rĕl

lĭl'ў
rōṣe
Mā*y*
gär'den

sĭx
äre
whạt
gō'ĭng

lĕt
pā*i*l
sȯme
ĭṣ'n't
thĭṇk

bē
lāte
tīme

go͝od-bў*e'*

shē
hĕr
been (bĭn)
cȯm'ĭng
grănd'mä

gŏt
bŏx
thĕm

cĭt'ў
ȧ wā*y'*
thăṇk
tọ-dā*y'*
bȧs'kĕt

căp
hăt
ĭn'tọ
mŭst

fĭnṣ
swĭm
Lụ'lụ
gōld fĭsh

sạ*w*

cŏm*e*
hōp*e*
Ăn'nȧ
dĭd'n't

two
pụt
māk*e*
thrē*e*
hous*e*

hĭs
dŏg
băck
Lī'ȯn
nām*e*
Frăṇk

ȧsk
too
tōld
wo͝odṣ
Jām'ĭ*e*
pĭc'nĭc

wạṣ
cāk*e*
ĕg*g*ṣ
go͝od
found

flow' (flou) ẽrṣ

ạlsō
so͞on
cōld
ĕv'ẽr
hēr*e*
shăl*l*
South

dē*a*r
wāk*e*
slē*e*p
ȧ slē*e*p'

bĕd
said (sĕd)
lȯv*e*
dŏl'lў
ȧ wāk*e*'

ạl*l*
sĭck
pĭck
bĕst
glăd
rōṣ'ĕṣ
môrn'ĭng

hĕlp
wạsh
dĭsh'ĕṣ

one (wŭn)
any (ĕn'ў)
gĭrl
thĭs

out
cŭp
sŭch
frȯm
drĭṇk
sạ*u*'çẽr

côrn
fīnd
vĕry
po͞or
bärn
dŭcks

mād*e*
păr'tў
hăv'ĭng
bĭrth'dā*y*

ŭs
our
Rōv'ẽr
Jŭm'bō
Jĕn'nĭe

now
tāke
tā'ble
wạ'tẽr
plātes
tēa'-pŏt

hăd
gŏne
Ăn'nĭe
brĕak'fast

färm
fōur
hĕnṣ
grănd'pä

kēep
Jĭll
Jăck

Mrs.
căt

pĭg
nīne
thĕn
sȯme'thĭng

Mr.
sĭng
rŏb'ĭn
dō-mi-sōl
(mē)

whȳ
trăp
mīnd
knōw
chēeṣe
plēaṣe

rōōm
Kāte
whĕn
drĕss
ȯth'ẽr
pĭc'tŭre

six
fīve
sĕv'en

eight (āt)

fi̇ēld
dāi'ṣў
dāi'ṣĭeṣ
bŭt'tẽr cŭps

nŏd
rŏck
once (wŭns)
hûrt
wĭngṣ
dȧnçe
a wōke'
bŭt'tẽr flīeṣ
căt'ẽr pĭl lars (lẽrz)

snō*w*
stärṣ
thēṣe
down
flȳ'ĭng

sō
bŭt
slĕd
shō*w*
fĕath'ẽrṣ

ADVERTISEMENTS

CYR'S READERS

By ELLEN M. CYR.

CYR'S PRIMER. Square 12mo. Cloth. 106 pages. Fully illustrated Price, 24 cents.

CYR'S FIRST READER. Square 12mo. Cloth. 111 pages. Fully illustrated. Price, 28 cents.

CYR'S SECOND READER. Square 12mo. Cloth. 197 pages. Fully illustrated. Price, 36 cents.

CYR'S THIRD READER. Square 12mo. Cloth. 280 pages. Fully illustrated. Price, 50 cents.

CYR'S FOURTH READER. Square 12mo. Cloth. 388 pages. Fully illustrated. Price, 60 cents.

CYR'S FIFTH READER. Square 12mo. Cloth. 428 pages. Fully illustrated. Price, 70 cents.

CYR'S READERS are in harmony with the best educational thought of the time. They make a most excellent introduction to a course of reading made up of whole pieces of the best literature. They do a work for schools for which it would be very difficult to find a substitute. The children take a constant delight in using them. They arouse at once such an interest in reading that the teaching to read is half accomplished. Children learn to read from these books in less than half the time than from ordinary readers.

A series of school readers that can arouse and maintain an interest on the part of pupils for what is wholesome and elevating in literature must necessarily be the rarest of all among books for schools. The Cyr books are of this remarkable sort. They possess a peculiar quality of interest and inspiration. They not only interest but stimulate young people. This is the secret of their exceptional success. This is the reason why teachers like to teach them and young folks like to read them.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

STICKNEY'S READERS

By J. H. STICKNEY.

A series of attractive, well-graded, and thoroughly tested reading books, combining in an unusual degree, exceptional literary merit and marked originality with the most rational and practical methods.

A FIRST READER. 104 pages. Illustrated. 24 cents.
A SECOND READER. 198 pages. Illustrated. 32 cents.
A THIRD READER. 248 pages. Illustrated. 40 cents.
A FOURTH READER. Half leather. 362 pages. Illustrated. 50 cents.
A FIFTH READER. Half leather. 356 pages. Illustrated. 60 cents.

AUXILIARY READERS.

FIRST WEEKS AT SCHOOL. Occupation, Recreation, and Instruction. By J. H. STICKNEY and S. C. PEABODY. Profusely illustrated. 48 pages, including 8 full-page colored pictures. Flexible covers. 12 cents.

THE CLASSIC PRIMER. 94 pages. Illustrated. Boards. 20 cents.

The Stickney Readers are based on the right idea of what a reading book should be. They secure the best results at the least expense of time and effort. It is their distinct aim to inculcate a love of reading, and so give not only the key to all knowledge, but the desire to use it. They are the fruit of many years of most successful experience, and, while original in many features, are always rational and practical.

O. T. Bright, *Superintendent of Cook County Schools, Chicago:* They are well graded; the reading matter is of great interest, and has real merit as literature; the amount of reading will delight the hearts of teachers and children; the suggestions to teachers are excellent.

E. A. Sheldon, *Principal of State Normal School, Oswego, N.Y.:* They are beautiful books, and happily adapted to children of the grade for which they are prepared.

George L. Osborne, *President of State Normal School, Warrensburg, Mo.:* I especially commend them for the freshness of the exercises, their adaptability to the purposes intended, and the general plan which prevails throughout.

A. R. Sabin, *Assistant Superintendent of Schools, Chicago, Ill.:* They have found favor with our teachers and pupils from the first. To me the books seem to be just what the gifted author intended them to be, — as natural and beautiful as childhood itself. They deserve the greatest success.

G. S. Albee, *President of State Normal School, Oshkosh, Wis.:* We need only say, in addition to the testimony of use, that we were never so completely won to the merits of any former series.

E. H. Davis, *Superintendent of Schools, Chelsea, Mass.:* It is one of the best series of readers yet published, — natural in style, well graded, very popular with teachers, and exceedingly interesting to children.

GINN & COMPANY, Publishers.

THE JANE ANDREWS BOOKS

A REMARKABLE series of attractive and interesting books for young people, — written in a clear, easy, and picturesque style. This is the famous Jane Andrews series which has been for many years an old-time favorite with young folks. Other juvenile books come and go, but the Jane Andrews books maintain the irresistible charm they always have had.

The Seven Little Sisters Who Live on the Round Ball that Floats in the Air. Revised Edition, printed from new plates, with new full-page illustrations. 12mo. Cloth. 121 pages. For introduction, 50 cents.

Each and All; The Seven Little Sisters Prove Their Sisterhood. 12mo. Cloth. 162 pages. Illustrated. For introduction, 50 cents.

The Stories Mother Nature Told Her Children. 12mo. Cloth. 161 pages. Illustrated. For introduction, 50 cents.

Ten Boys Who Lived on the Road from Long Ago to Now. 12mo. Cloth. 243 pages. Illustrated. For introduction, 50 cents.

Geographical Plays. 12mo. Cloth. 140 pages. For introduction, 50 cents.

The "Seven Little Sisters" represents the seven races, and the book shows how people live in the various parts of the world, what their manners and customs are, what the products of each section are and how they are interchanged.

"Each and All" continues the story of Seven Little Sisters, and tells more of the peculiarities of the various races, especially in relation to childhood.

Dame Nature unfolds in "Stories Mother Nature Told" some of her most precious secrets. She tells about the amber, about the dragon-fly and its wonderful history, about water-lilies, how the Indian corn grows, what queer pranks the Frost Giants indulge in, about coral, and starfish, and coal mines, and many other things in which children take delight.

In "Ten Boys" the history of the world is summarized in the stories of Kabla the Aryan boy, Darius the Persian boy, Cleon the Greek boy, Horatius the Roman boy, Wulf the Saxon boy, Gilbert the Knight's page, Roger the English boy, Fuller the Puritan boy, Dawson the Yankee boy, and Frank Wilson the boy of 1885.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

STUDY AND STORY NATURE READERS

BY J. H. STICKNEY,
Author of the Stickney Readers.

EARTH AND SKY. No. I. A First Grade Nature Reader and Text-Book. Sq. 12mo. Cloth. 115 pages. Fully illustrated. 30 cents.

EARTH AND SKY. No. II. [*In preparation.*

PETS AND COMPANIONS. A Second Reader. Sq. 12mo. Boards. 142 pages. Fully illustrated. 30 cents.

BIRD WORLD. A Bird Book for Children. **With color pictures.** By J. H. STICKNEY, assisted by RALPH HOFFMANN. Sq. 12mo. Cloth. 214 pages. Illustrated. 60 cents.

SEED AND HARVEST. By S. E. BRASSIL and J. H. STICKNEY. [*In preparation.*

The **Study and Story Nature Readers** are readers in form and appearance, but have a wider aim in being well-chosen points of departure through conversational lessons — *opportunities* for observational work.

Earth and Sky, No. I, the first book of the series in grade, is a little reader which embraces a wide range of topics.

Pets and Companions, the second book of the series in grade, is a little reader of stories and easy studies. Its subjects are such familiar animals as are best calculated to inspire sympathy and affection.

No effort has been spared to make **Bird World** one of the most attractive and instructive reading books on birds ever published. Miss Stickney has had associated with her in its literary and artistic preparation Mr. Hoffmann, a gentleman who has lived closer to bird world than any of us. For years he has known by sight and sound all the New England birds and many, if not most, of our chance summer and winter visitors. A number of the stories are based upon his own personal observations. Special features of the book consist of true pictures of birds by the well-known artist, Mr. Ernest S. Thompson, and also of a series of color photographs.

GINN & COMPANY, Publishers.

Boston. New York. Chicago. Atlanta. Dallas.

NATURE STUDY

THE JANE ANDREWS BOOKS.
By JANE ANDREWS.
The Seven Little Sisters. Revised Edition. With new full-page illustrations. For introduction, 50 cents.
Each and All. Revised Edition. With new full-page illustrations. For introduction, 50 cents.
Stories Mother Nature Told her Children. Revised Edition. With new full-page illustrations. For introduction, 50 cents.

STICKNEY'S STUDY AND STORY NATURE READERS.
By J. H. STICKNEY, author of the Stickney Readers.
Earth and Sky. A First Grade Nature Reader and Text-Book. For introduction, 30 cents.
Pets and Companions. For primary grades. For introduction, 30 cents.
Bird World. A Bird Book for Children. By J. H. STICKNEY, assisted by RALPH HOFFMANN. For introduction, 60 cents.

STRONG'S ALL THE YEAR ROUND.
By FRANCES L. STRONG of the Teachers' Training School, St. Paul, Minn.
Part I. Autumn. For introduction, 30 cents.
Part II. Winter. For introduction, 30 cents.
Part III. Spring. For introduction, 30 cents.

EDDY'S FRIENDS AND HELPERS.
Compiled by SARAH J. EDDY. For introduction, 60 cents.

LONG'S WAYS OF WOOD FOLK. (First Series.)
By WILLIAM J. LONG. For introduction, 50 cents.

MORLEY'S LITTLE WANDERERS.
By MARGARET WARNER MORLEY. For introduction, 30 cents.

WEED'S STORIES OF INSECT LIFE. (First Series.)
By CLARENCE M. WEED, Professor of Zoölogy and Entomology in the New Hampshire College of Agriculture and the Mechanic Arts. For introduction, 25 cents.

MURTFELDT AND WEED'S STORIES OF INSECT LIFE. (Second Series.)
By MARY E. MURTFELDT and CLARENCE MOORES WEED. For introduction, 30 cents.

WEED'S SEED-TRAVELLERS.
By CLARENCE M. WEED. For introduction, 25 cents.

BEAL'S SEED DISPERSAL.
By W. J. BEAL, Professor of Botany and Forestry in Michigan State Agricultural College. For introduction, 35 cents.

BURT'S LITTLE NATURE STUDIES FOR LITTLE PEOPLE.
From the Essays of JOHN BURROUGHS. Edited by MARY E. BURT.
Volume I. A Primer and a First Reader. For introduction, 25 cents.
Volume II. A Second Reader and a Third Reader. For introduction, 25 cents

BERGEN'S GLIMPSES AT THE PLANT WORLD.
By FANNY D. BERGEN. For introduction, 50 cents.

HALE'S LITTLE FLOWER PEOPLE.
By GERTRUDE ELISABETH HALE. For introduction, 40 cents.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas. San Francisco. London.

LITTLE NATURE STUDIES

From the ESSAYS OF JOHN BURROUGHS

EDITED BY

MARY E. BURT.

VOLUME I. A Primer and a First Reader. Boards. Sq. 12mo. Illustrated. 106 pages. For introduction, 25 cents.

VOLUME II. A Second Reader and a Third Reader. Boards. Sq. 12mo. Illustrated. 103 pages. For introduction, 25 cents.

Old Edition in one volume. Sq. 12mo. Boards. 141 pages. For introduction, 30 cents.

THESE books are intended to be used as regular text-books for the class-room, or for supplementary reading in the lower grades. They have been adapted from the essays of Mr. Burroughs, in which work the editor has been assisted to some extent by the author. The intention of the books is to introduce the child and the teacher to out-of-door studies, to a love for the woods, fields, skies, plants, and other real things in life, and to the acquisition of the habits of the naturalist.

The books are handsomely illustrated, and their terse sentences are full of fun and native wit.

BY THE SAME AUTHOR:

The Child-Life Primary Reading and Education Chart.

Size of page, 30 inches × 36 inches. 50 pages. Printed on tinted rope-manilla paper. Profusely illustrated in black and colors. Price, $15.00, including easel.

This chart aims to represent fairly the natural methods in education in all branches pertaining to the child's first-year work at school. The chart contains 150 illustrations, either original or copies of celebrated pictures by eminent artists. The nature lessons in the chart furnish the child with correct pictures and interesting studies of objects which come naturally into his surroundings.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

CLASSICS FOR CHILDREN

Choice Literature; Judicious Notes; Large Type; Firm Binding; Low Prices.

For the prices and bibliographies of these books, see our Catalogue of School and College Text-Books.

Aesop's Fables.
Andersen's Fairy Tales. No. 1.
Andersen's Fairy Tales. No. 2.
Bunyan's Pilgrim's Progress.
Burt's Stories from Plato.
Chesterfield's Letters.
Church's Stories of the Old World.
Defoe's Robinson Crusoe.
Dickens' Tale of Two Cities.
Cervantes' Don Quixote.
Epictetus.
Fiske-Irving's Washington.
Fouqué's Undine.
Francillon's Gods and Heroes.
Franklin: His Life by Himself.
Goldsmith's Vicar of Wakefield.
Grimm's Fairy Tales, Part I.
Grimm's Fairy Tales, Part II.
Grote and Ségur's Two Great Retreats.
Hale's Arabian Nights.
Hatim Taï.
Heidi.
Hughes' Tom Brown at Rugby.
Hugo's Jean Valjean.
Irving's Alhambra.
Irving's Sketch-Book. (6 Selec.)
Jefferies' Sir Bevis.
Johnson's Rasselas.
Kingsley's Greek Heroes.
Kingsley's Water Babies.
Lamb's Adventures of Ulysses.
Lamb's Tales from Shakespeare.
Litchfield's Nine Worlds.
Marcus Aurelius.
Martineau's Peasant and the Prince.
Merchant of Venice.
Montgomery's Heroic Ballads.
Peter Schlemihl.
Picciola.
Plutarch's Lives.
Ruskin's King of the Golden River.
Selections from Ruskin.
Scott's Guy Mannering.
Ivanhoe.
Lady of the Lake.
Lay of the Last Minstrel.
Marmion.
Old Mortality.
Quentin Durward.
Rob Roy.
Tales of a Grandfather.
Talisman.
Southey's Life of Nelson.
Swift's Gulliver's Travels.
White's Selborne.
Williams and Foster's Selections for Memorizing.
Wyss' Swiss Family Robinson.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

SHORT STORIES

By ELIZABETH A. TURNER.

12mo. Boards. 128 pages. Fully illustrated.
For introduction, 25 cents.

THIS is a charming little book by Miss Turner, whose readers have been favorably received by the educational public.

"Short Stories" is intended to be used as a supplementary reading book in primary classes using third readers.

Reading books for primary schools should be simple in thought and language, and, at the same time, interesting enough to hold the attention of the children, so that they will be read intelligently and with pleasure.

The aim of these stories is to entertain rather than to instruct, though where a little instruction could easily be given, it has been furnished.

The book is finely illustrated with pictures prepared for this Reader and especially designed to please the little folks.

By the same Author:

PRIMER AND FIRST READER.

Boards. 122 pages. For introduction, 20 cents.

STORIES FOR YOUNG CHILDREN.

Boards. 92 pages. For introduction, 20 cents.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

THE BEGINNER'S AMERICAN HISTORY

By D. H. MONTGOMERY,
Author of the "Leading Facts of History Series."

Cloth. 231 pages. Fully illustrated. For introduction, 60 cents.
Edition of 1899, including the Spanish War.

THE author is Mr. Montgomery, the eminent and successful writer of historical text-books, whose books have stood the test of everyday use in thousands of schools in all parts of the country.

This book is in no sense an abridgment of the author's "American History," but is entirely new and distinct, and arranged on a very different plan.

All the main points are covered by interesting biographies. It is almost purely biographical, but care has been taken to make the stories cover, either directly or incidentally, all the main points of the history of our country. It comprises thirty biographies, all in the compass of two hundred and twenty pages, followed by a list of reference books for teachers and a very full index. This makes prominent the biographical idea, and the principal history makers stand out prominently before the eye.

The special aim of the book is to present those facts and principles in the lives of some of the great men of American history which will be of interest and value to boys and girls who are just beginning to be concerned about the history of their country. Great pains has been taken to relate only such incidents and anecdotes as are believed to rest on authorities beyond question.

Montgomery's Beginner's American History has never failed to awaken the interest of wide-awake pupils; to please earnest teachers; to maintain its position with school authorities; to retain its popularity in the schoolroom; to fascinate by its clear, direct style; and to teach boys and girls the principles of true patriotism.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

BALL'S STAR-LAND

Talks with Young People about the Wonders of the Heavens.

BY SIR ROBERT STAWELL BALL, F.R.S.,
Lowndean Professor of Astronomy in the University of Cambridge.

NEW AND REVISED EDITION.
Cloth. 402 pages. Fully illustrated. Price, $1.00.

BALL'S STAR-LAND is a book of the rarest excellence. It combines the knowledge of a royal astronomer with the happy faculty of the story-teller.

It is based upon two courses of Christmas lectures delivered to children at the Royal Institution, Great Britain, and is something of rare quality — lucid, fascinating, and yet thoroughly scientific.

This fascinating book treats, in a manner equally true to science and attractive to children, all the chief topics of astronomy: the sun, the moon, the planets, comets, meteors, and the stars. It is just the book that has been wanted for a long time, and is calculated not only to interest and instruct, but to lead to greater effort, on the part of the learner, in the right direction.

GINN & COMPANY, Publishers,

Boston. New York. Chicago. Atlanta. Dallas.

GINN & COMPANY
BOSTON · NEW YORK · CHICAGO · LONDON
ATHENAEUM
PRESS